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1914/15

State Normal School

CHADRON, NEBRASKA

ANNUAL CATALOG

1914-1915

AND

SUMMER SCHOOL ANNOUNCEMENTS

1914

UNIVERSITY OF ILLINOIS

JUN 13 1914
PRESIDENT'S OFFICE



NEBRASKA STATE BOARD OF EDUCATION

ANNUAL CATALOG
AND
QUARTERLY BULLETIN, 1914--1915

CONTAINING

SUMMER SCHOOL ANNOUNCEMENTS
FOR 1914

SUMMER SCHOOL BEGINS JUNE 8
FALL TERM BEGINS SEPTEMBER 14

*Trained teachers are rapidly displacing untrained teachers.
Become a trained teacher by attending the
STATE NORMAL, CHADRON*

TUITION IS FREE

CALENDAR

Summer School, 1914

Registration, June 8.

Summer School closes July 31.

Regular Year 1914-15

Registration first semester, September 14 and 15.

Second quarter begins November 16, 1914.

Holiday vacation, December 24, 1914, to January 4, 1915,
inclusive.

Second semester begins January 25, 1915.

Fourth quarter begins March 29, 1915.

Commencement and Alumni Home Coming May 28, 1915.

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Auditing—George, Caviness, Gettys.

Executive—Tooley, Majors, Gettys, Viele.

Teachers, Textbooks, Course of Study—Delzell, Caviness,
Gettys.

Printing—Caviness, George, Majors.

Rules—Majors, Delzell, Tooley.

THE FACULTY

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ELIZABETH I. POLLOCK.....	Secretary and Registrar
W. T. STOCKDALE, Dean.....	Theory and Practice of Education
(Principal of Model School)	
CHAS. W. PHILPOTT.....	Physics and Chemistry
LUCY M. CLARK.....	English Language and Literature
LEORA A. RUSTIN.....	
.....	Grammar School Director Seventh and Eighth Grades
KATE E. DRISCOLL.....	
.....	Intermediate Director Third and Fourth Grades
E. P. WILSON.....	History and Civics
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(To be filled).....	Biology
AMY LEIGH PAINE.....	Mathematics
MABEL HARRIS.....	Librarian
EMMA C. STECKELBERG.....	German
ROY B. CLARK.....	Assistant in English
ALYSE M. SWEDBERG.....	Piano
PAUL R. BEELER.....	Athletics, Reviews

EMPLOYEES

J. R. BOLIN.....	Engineer
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W. T. Stockdale, Lucy M. Clark.

Committee on Rules and Discipline—

C. W. Philpott, E. P. Wilson, W. T. Stockdale.

Committee on Graduation—

W. T. Stockdale, C. W. Philpott, Lucy M. Clark.

Committee on Daily Program—

E. P. Wilson, W. T. Stockdale, Amy Leigh Paine.

Committee on Course of Study—

Lucy M. Clark, C. W. Philpott, E. P. Wilson.

Committee on Social and Christian Organizations—

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THE NEBRASKA STATE NORMAL SCHOOLS

PURPOSE

The greatest single need in child life is education. To meet the complexity of twentieth century life increasingly demands more expert teaching and this in turn requires more and better trained teachers.

The public school is the one agency of society dedicated solely to the conscious application of its entire effort to the one aim of education. The Normal Schools of the United States are the only agencies of society dedicated solely to the one purpose of preparing teachers who shall take charge of society's other formal educational agency—the public school. This explains the purpose of the normal school, namely: The training of teachers for efficient service in all phases of public school work.

The Nebraska State Normal Schools are striving most earnestly to perform their true functions.

The trained teacher is rapidly replacing the untrained teacher. This will be increasingly true as boards of education become more thoroughly appreciative of the superiority of native ability plus training and scholarship as compared with native ability alone. Practically all progressive city schools are already demanding that teachers have professional training. Likewise, many rural schools are making similar requirements.

Modern tendencies toward "division of labor" are making it necessary that certain school subjects be supervised by teachers who have received special training for that particular field of work. The normal schools being in such close touch with the public schools are most sensitive to the needs of these schools; hence their effort to meet public school demands by furnishing special supervisors to fill this class of positions. Thus the normal schools in addition to preparing teachers for all public school positions, with special reference to the academic subjects to be taught, are endeavoring as rapidly as is consistent with the

means at hand to prepare normal training teachers, supervisors for kindergarten, home economics, public school art, public school music, manual training, and business and commerce.

Prospective students should consult the catalogs of the normal school in which he is most interested for the particular courses in which he wishes to specialize.

DIRECTION AND CONTROL

The statutes provide that: "All of the state normal schools shall be under the direction and control of a board of education consisting of seven members, five of whom shall be appointed by the governor for a term of five years each, and the state treasurer and the state superintendent of public instruction shall, by virtue of their office, be members of the board. All vacancies occurring in the board shall be filled by appointment by the governor."

HOW SUPPORTED

The statutes provide that: "There shall be levied by the state board of equalization in the year 1913 and annually thereafter a tax of eighty-five hundredths of one mill upon the dollar valuation of the grand assessment roll of the state."

Again, the statutes provide: "All the land remaining unsold of the twenty sections heretofore appropriated as an endowment fund for the state normal schools, and all the endowment fund hitherto derived from the sale of such lands, shall be, and the same hereby is, confirmed as such endowment to be forever used for this purpose."

HISTORY

The state of Nebraska early recognized the need for trained teachers and as a result the first legislature in 1867 established the Peru State Normal. For nearly forty years, this was the only normal school in the state. Professional training having been thoroughly established as an economic and educational ne-

cessity, the Kearney State Normal was established in 1905, and more recently the Wayne State Normal and the Chadron State Normal. There is little doubt that the normal schools are more nearly the "school of the people" than any other educational agency organized by the state. There are no other schools either private or public in which the expenses of attendance are so low. There are no other schools whose finished product returns to the people directly a greater proportion of the benefits derived from education. Practically every child in Nebraska is directly affected through the teachers who receive their training in the state normal schools.

TUITION FREE

One great factor that has contributed toward the growth and popularity of the normal schools is that tuition is free. It is the policy of the state board of education to make the normal schools in fact what they are in theory "THE FREE SCHOOLS FOR THE TRAINING OF TEACHERS." For this purpose the only fee required is a matriculation fee of \$5.00, which is paid by the student but once and which entitles him to the privileges of the normal school for life. Every dollar of this matriculation fee is invested in library books, to which the student has free access. Thus he receives in return a direct benefit from this fee.

TEXTBOOKS RENTED

By the payment of one dollar per semester and the summer school term, the student is given the free use of all the textbooks necessary for the pursuance of any course offered in the normal schools.

WHEN TO ENTER

Prospective students should note the calendar given on page 4 and make their plans to enter on the first day of the semester or summer school. If a student is unable to enter at this time, he should arrange to enter at the beginning of the quarter. It

has been a matter of common observance that students who make a practice of entering a few days late are usually those who exhibit poorer work while they are in school. Not only is the student himself inconvenienced and placed at a disadvantage by entering at irregular times, but the inconvenience extends to his fellow classmates, to the faculty members and the office force of the normal.

CLASSIFICATION OF STUDENTS

Students in the state normal schools are classified as **Preparatory, Secondary and Collegiate.**

Preparatory students are of two classes:

(a) Those who are doing ninth and tenth grade work in the model high school. These students are required to pay a tuition fee of seventy-five cents a week. (This fee is paid by the district from which a student enters, if application is made for free high school tuition in the same manner that it would be made if the student were to attend any other high school).

(b) Mature students who have completed the work in their own school are admitted, by a special provision of the Nebraska statutes, into the normal schools as Special Preparatories. These students must be at least sixteen years of age and must be regularly matriculated.

Secondary students include all who are doing work of a rank corresponding to the eleventh and twelfth grades in the public high schools of the state. The state laws provide that a student may enter the normal school either upon completion of two years of high school work or upon receiving a second grade county certificate. (Entrance on this basis admits to the Freshman class of the normal school.)

Collegiate students include all those who have completed the equivalent of thirty credit points of secondary school work. This is the equivalent of completion of a four year high school course. It also includes all students who are doing work leading to the degree Bachelor of Education.

RULES OF ADMISSION

A candidate for admission to the freshman class of the normal school proper must present fifteen credit points representing the equivalent of two full years of high school work, or he may be admitted upon the presentation of a second grade county certificate. The state normal maintains a training high school in which regular high school subjects are taught and students admitted to either the ninth or tenth grades. Application for admission should be sent in early in order to insure admission to the training high school as only a limited number can be accommodated.

Entrance to Trainer's Course

(Completion of this course requires scholarship equivalent to a four year high school course)

The trainer's course, which is in reality a course for rural teachers, requires that the candidate present a minimum of twenty-two credit points, which is the equivalent of three years work beyond the eighth grade. This course may be completed in one year. (Absolute minimum of twenty-four weeks). Graduates from this course receive the elementary state certificate which is good for a period of three years in the state of Nebraska.

Entrance to Advanced Courses

(Graduation equivalent to two years above a twelfth grade high school course)

The candidate for admission to the Junior year of any college group of studies must present thirty credit points representing four years high school work. This requirement for entering studies of collegiate rank is the same as the requirements for admission to the freshman year at the University of Nebraska in the College of Sciences, Literature and Arts. The following subjects are absolute requirements for entrance:

	POINTS
Algebra (through logarithms), 1½ years, 5 hours a week.....	3
Rhetoric and Literature, 2 years, 5 hours a week.....	4
Geometry (plane), 1 year, 5 hours a week.....	2
History (European), 1 year, 5 hours a week.....	2
Language (at least two years of one), 2 years, 5 hours a week.....	4

Optional subjects—15 points in addition to the above required subjects.

The following is the standard course of study for the **regular advanced course**. Completion of this course will entitle the student to the first grade state certificate and also to the city state certificate, providing, that in the selection of electives the special requirements for city certificates are met. The different normal schools reserve the right to re-arrange, by semesters, the required subjects in order to suit local conveniences. The required work, however, is identical in the four normal schools. Each normal school also provides a course of study such as is found in the standard high schools of the state for those who enter the freshman year. This course must be taken by all students who enter as freshmen, unless permitted by the president of the school to make substitutes herefor.

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
	HOURS		HOURS
<i>Psychology</i>	5	<i>History of Education</i>	5
<i>Biology</i>	5	<i>Methods and Principles of</i>	
<i>English</i> (6).....	5	<i>Education</i>	5
Electives	5	Electives	10

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
	HOURS		HOURS
<i>Arithmetic and Geography</i>	5	<i>Theory of Education</i>	5
<i>Practice</i>	5	<i>Practice</i>	5
Electives	10	Electives	10

SPECIAL REQUIREMENTS

All candidates for graduation from any of the advanced courses in the selection of electives, shall be required to take at least five hours in English and ten hours in each of the two other subjects. They will also be required to take the following drill subjects: Public school music, 2 hours; physical training, 2 hours; drawing, 1 hour. He must also have all the grades required for a first grade county certificate.

CREDIT FOR ACTUAL ACCOMPLISHMENT

Equivalents—The following system of time credits was adopted by the state board of education in order that teachers of successful experience who have pursued lines of study while teaching, or who have taken work in absentia or in non-accredited schools, might receive due credit for the time required to complete such studies. The rigid requirement of a minimum grade of 80 per cent, under the uniform state examination, will prevent the unworthy from receiving benefits from this ruling.

Work in non-accredited schools—Students who have studied in non-accredited institutions, and afterwards pass a creditable examination in secondary subjects under the uniform state examination, shall be given credit for four weeks attendance for each credit point earned. In such subjects as are not included in uniform examination, the examination may be given by heads of departments granting accreditation. A credit point is defined as one full study carried for one semester five periods each week. No credit shall be given for time on subjects taken in examinations if credit is already given for attendance in accredited high schools where such subjects have been pursued as reviews. In all subjects taken under uniform examinations or given by heads of departments to test work in non-accredited schools, 80 per cent shall be the minimum grade on which credit will be allowed.

In absentia—Students taking work in absentia under the regular instructors of the school shall be given four weeks attendance for each credit point earned.

For teaching experience—For teaching experience two weeks time credit may be given for each year of successful experience in teaching or in supervisory work, provided that in no instance shall more than sixteen weeks credit on attendance be given for such experience. The regular nine months' term shall be considered as the standard, but eight months may be considered as one year in case the applicant for time accreditation has taught in schools providing less than nine months in each year.

OTHER COURSES OFFERED

There are many special courses of study offered in the state normal school, many of them special supervisory courses which not only lead to the first grade state certificate but also to the special supervisor's diploma. Some of these courses are: Commerce, home economics, kindergarten, manual training, oral expression, agriculture, public school art, public school music. These courses are not all offered in all of the state normal schools. It is suggested that the student read the catalogs of the school which he prefers to attend in order that he may acquaint himself with the courses offered in that school.

SUMMER SCHOOL

The state normal summer schools have become the greatest training agency in the state of Nebraska for the improvement of teachers in service. In many respects the summer school is the most important eight weeks of the whole year. Many teachers who cannot spend a full year in the normal at one time, find in the summer term an opportunity for advancement during a time that their own schools are not in session. Many teachers earn each summer two points credit on the regular courses leading to the professional life certificates; others come to review the common branches preparatory to taking the state examination for some grade of county certificate; some take advantage of the many special courses offered in the normal school which lead to the supervisor's certificate; while many high school teachers, principals, and superintendents come to take courses leading to

the degree Bachelor of Education. In arranging the summer school schedules, special attention has been given to the requirements of the new law on city certificates. This accounts for the increasingly large number of city teachers who attend the state normal summer school.

THE TRAINING SCHOOL

(The following article is designed to set forth the fundamental processes and practices of the training school.)

The training school is the "educational clinic" in the teachers profession. Among the laymen and even among school people, there is only a vague idea as to the organization and function of the training school.

There are three general plans for providing teaching in normal school courses. One is to affiliate the normal school with a public school. The teaching is then a part of the regular city school under joint direction of the training department and the school authorities. The second is to have the training school a part of the public school system, but housed and equipped by the normal school, the district paying a certain fee for the education thus provided its children. The third plan is to have the training school organized as a part of the normal school itself, thus giving direct and full control of it. The Nebraska state normal schools are of the latter type.

The training school serves two distinct purposes in the general plan of professional training. It furnishes for illustrative teaching pupils with whom the special teachers in this line are in direct touch and who lend themselves easily to the methods used in the illustrative teaching. In the second place it gives opportunity for students to do actual teaching under expert guidance. It is here that the student learns to apply his psychology and principles of teaching. It is the experience of every public school supervisor and principal that mere knowledge even of the professional subjects is of little practical value to the beginning teacher. She has no one to give close guidance and soon losing herself in the maze of details, she begins to follow her text as

blindly as though she had no knowledge of psychology or principles of teaching.

Entrance to any standard normal course now requires the completion of a four year high school. In the first year, five hours each of psychology, history of education and principles of teaching and special methods are required. This latter course is offered by the training department and is a prerequisite for teaching. Its primary purpose is to fit the student for his training school experience. The first quarter is given over almost exclusively to illustrative teaching. Training school classes are used and the lessons are the regular lessons for the day. This gives an opportunity to study in a concrete way the problems of the teaching act. Following the illustrative lessons in any line of work lesson planning with its study of subject matter, methods and their relationship to the child is required. This prepares the student for one of the most difficult phases of his teaching. The second quarter of the course is planned to extend the knowledge of the basal principles and methods of presenting subject matter gained in the first quarter. This is done by a study of books and magazines emphasizing teaching, as well as by lectures and class discussions.

Teaching

In the second year of the course, one-fourth of the student's time is given to teaching in the training school. The kindergarten students do all their teaching in that department. The other students are given an opportunity to teach at least three different subjects and in two departments. An opportunity is given for students to specialize in a particular department by making their major assignments there.

As she begins her work, the student teacher is given a general notion of what is wanted in the lesson to make it conform to the requirements of the course of study. The details of the subject are left largely to the student. She prepares a plan covering a given unit of work. This includes subject matter, methods, illustrative material, and plans for drill. The plan is then carefully

inspected by the training teacher. Corrections are made and a conference is held with the student teacher in order to help her adapt her plan to its purpose. Whenever the plan fits into the general scheme of the course of study and whenever the methods conform to the general doctrines of methodology, it is approved. By the close of the year, it is not uncommon to find plans accepted in their entirety.

In the teaching act the student teacher is given a class of from ten to twenty pupils. She has full charge of them for forty minutes, except in the primary grades where often two classes recite in the forty minutes. In the grammar grades a part of the time is a study period. This gives the teacher an opportunity to test her own power to assign lessons and to require the preparation of the same. After the teaching, a large part of which is done in the presence of the training teacher, conferences are held in which the whole process of the teaching act is taken up in detail. Strong points are noted, weaknesses are pointed out and the student teacher given definite instruction as to how best to strengthen herself.

The Student Teacher and the Training School

Theory and practice in modern education agree that the most potent factor in all the school is the teacher, and that a keen sense of her opportunities and responsibilities is a prime essential to any success she may achieve. Just so it is with the senior in the training school. She is a REAL teacher in a REAL school. Her boys and girls are the young folks of a REAL community; and any failure to bring every available influence and means to their fullest efficiency in behalf of her pupils is to miss her highest privilege and duty.

Truly fortunate is the senior, who, looking forward to her own place as TEACHER in the training school, strives in all her own training and preparation to school herself in the simple fundamentals of self-reliance and independent action, the possession of which assures the spirit of confidence that shifts no responsibility to another, seeks no help in doing what she has learned to do for herself, and feels no hesitancy in appropriating the benefits that are hers.

Student teachers manifest the same personal interest that the public school teachers do in the intellectual or moral improvement of their pupils.

The Training Teacher

The training teacher's relation to the school and the student teacher is the same as that of the principal to his teachers in the city school. It is her function to determine the subject matter to be taught and the methods to be used. In the detail of subject matter and of presentation, the student teacher is given the same liberty that she will have in the public school. Responsibility not only for the teaching, but for the management and discipline rests entirely with the student teacher. The training teacher is always ready to give advice, and settles those graver problems which in the public school would be referred to the principal. In the weekly conference there is a full discussion of the problems of management and instruction incident to the given grades.

GENERAL OUTLINE OF COURSES

AGRICULTURE

MR. STOCKDALE

I. **General:** This course is for beginners, those preparing for the state examination, and the work is intended to give such knowledge and training as will enable the student to give instruction in the principles of the subject in the rural and grade schools. The instruction is intended to increase the student's interest in farm life, and stimulate his observation of the common things about him in their relation to life upon the farm. It gives such knowledge of the principles of agriculture as will lead to an understanding of the relation of these principles to the common facts of the farm. A regular text is followed, supplemented by reference work. Five hours attendance. Four hours laboratory, garden and field work. Five hours credit. Each semester. Summer session. Two and one-half hours credit.

II. **Agronomy and Soils:** A course planned primarily for high school teachers. A study of field crops and soils. Discussions of the different crops grown in Nebraska, special attention being given to methods of preparing the soil, of seeding, harvesting and storing. Discussions of the merits of the various varieties of each crop. Actual practice in identifying grades, grading and judging grains. The work in soils will aim to cover the most important problems of soil cultivation. A study of soil composition, fertility, physical condition, and the principles of dry farming will be given careful attention. Five hours attendance. Four hours laboratory and field work. Five hours credit. First semester. Double periods for summer session with five hours credit.

III. **Animal Husbandry:** A course for high school teachers and for students who want more than Course I gives. A brief study of the leading breeds of farm animals; feeds and feeding; dairying. A study of the leading dairy breeds of cattle and the

methods of handling milk and dairy products on the farm. Five hours attendance. Four hours laboratory. Two and one-half hours credit. Third quarter.

IV. **Horticulture:** This is a course in garden and orchard crops and has in view those who intend to teach agriculture in the high schools. The course will aim to cover the more important principles of gardening and fruit growing, methods of propagation, orchard tillage, pruning and spraying, school and home garden and their management. Five hours attendance. Four hours laboratory and field work. Two and one-half hours credit. Fourth quarter.

V. **Entomology and Ornithology:** A course that strengthens Course I or completes a year's work with Courses II and III or IV for high school teachers. A study of insects affecting agricultural interests. The study of birds will aim to show the important place they hold relative to the farm. Five hours attendance. Four hours laboratory and field work. Two and one-half hours credit. Fourth quarter. Summer session.

BIOLOGY

Four courses are offered. These include a general course in zoology, a course in physiology and hygiene preparatory for the county teachers' examination, and two courses in elementary botany.

In the second semester the study of algae, mosses, liverworts and ferns is taken up, also a comparative study of the higher plants.

BUSINESS AND COMMERCIAL

MR. HARGIS

I. **Bookkeeping I:** This is strictly a business course and is intended to fit students to do clerical work in any business establishment. Sufficient theoretical work is given to thoroughly ground the pupil in the principles of bookkeeping. Special at-

tion is given to commercial paper, letter writing, etc. Five hours attendance. Five hours credit.

II. Bookkeeping II: Continuation of Bookkeeping I. Second semester.

III. Bookkeeping III: Continuation of Bookkeeping II. Special attention is given to practical business. Students carry on actual business by correspondence with students in other schools, also with pupils in their class. Five hours attendance. Five hours credit. Open to students who have completed Bookkeeping II.

IV. Bookkeeping IV: Continuation of Course III. Five hours attendance. Five hours credit.

V. Bookkeeping V. This is chiefly a theoretical course, consisting largely of definitions and business forms. Sufficient work in journalizing is given to familiarize the student with debits and credits and the different classes of accounts. Intended for students desiring to qualify for county examination or the elementary certificate. Five hours credit. Five hours attendance. Second semester.

VI. Commercial Law: General survey of laws governing business transactions. Special attention given to the subject of contracts in all its relations. First semester. Five hours attendance. Five hours credit. (Prerequisite: Civics.)

VII. Orthography: Stress is laid upon the diacritical markings, accent, pronunciation, etc. Considerable attention is given to the general rules for spelling, to prefixes, suffixes, and the forming of plural words. Five hours attendance. Five hours credit. First semester.

VIII. Penmanship: The Palmer Method is used. Five hours attendance. Five hours credit. Second semester.

IX. Shorthand I: Isaac Pitman system used. Five hours attendance. Five hours credit. First semester.

X. Shorthand II: Continuation of Shorthand I. Second semester.

XI. Shorthand III: Continuation of Shorthand II. Ad-

vanced dictation. First semester. Five hours attendance. Five hours credit.

XII. **Shorthand IV:** Continuation of Shorthand II. Second semester.

XIII. **Typewriting:** A fee of fifty cents per month for one period a day is charged for the use of a typewriter. The student may arrange to do his typewriting work at a period which does not conflict with the regular schedule.

EDUCATION

MR. STOCKDALE

I. **History of Education:** A short course showing the growth of educational aims and processes. A critical study of the work of the reformers who have influenced the trend of education. Five hours attendance. Five hours credit. One semester.

II. **Psychology:** The regular text-book work will be supplemented by observation, experiments, reference readings, reports and illustrations drawn from school work and life at large. The educational bearings of the work are kept in mind throughout. Five hours attendance. Five hours credit. One semester.

III. **Child Study:** A careful study of child nature will be made and the mental development of the child will be traced with a view of adapting instruction to the peculiarities of the learner. The work consists of recitations, occasional lectures, reports by students on references and individual observations they have made. One aim is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal intelligently with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work. Five hours attendance. Two and one-half hours credit. Third quarter. Summer term.

IV. **Logic:** The course aims to give training in clear, ac-

curate reasoning—the subjects relative to school work being emphasized. Five hours attendance. Two and one-half hours credit. Fourth quarter.

V. Theory of Education: An examination of pedagogical principles and their application in instruction. Lectures and reference reading. Two hours attendance. Two hours credit. First semester. Senior year.

VI. Theory of Education: Course V continued. Thesis. One hour attendance. Two hours credit. Second semester. Senior year.

VII. School Supervision: A practical study in organization and management, including course of study, classification of pupils, work with the school officers and the teacher's relation to the patrons of the school. Two hours attendance. Second semester. Summer term.

VIII. Observation and Conference Course: Teacher's training course. Junior year. The course prepares for practice teaching and involves the observation and critical study of the teaching process as exemplified in the model school, with conferences with the directing teacher. Three periods a week in observation; two periods a week in conferences. Five hours credit. First semester.

IX. Observation and Conference Course: Continuation of Course VIII. Second semester.

X. Practice: Teaching under sympathetic, helpful guidance. Each student has entire charge of a class in the Training School for a period daily. Subject, grade and department may be changed at stated intervals under the advice of the department. Frequent individual and group conferences with the directing teachers. Daily recitations. Five hours credit. First semester.

XI. Practice: Continuation of Course X. Second semester.

XII. Elementary Theory: This course is for students working for the Elementary State Certificate, and for those who are preparing to take the examination for a first or second grade county, or state certificate. A regular text is followed together with reference readings. Five hours attendance. Five hours credit. Second semester. (Also arranged for summer term.)

XIII. School Hygiene: A regular text is used, but the course is largely one of assigned readings, references and reports, with an occasional lecture, the following being among the chief topics:

1. Mental hygiene, including the physical basis of fatigue tests and signs of fatigue, proper alternations of work and rest. Home study, sleep, and nervousness.
2. The hygiene of the learning process in reading, spelling, writing, drawing and other subjects.
3. Health inspection and children's defects.
4. The health of the teacher.
5. The care of the school building and other school property. Five hours attendance. Two and one-half hours credit. Fourth quarter. Summer term.

THE PRACTICE OF TEACHING

The Art of Teaching is learned:

1. By a study of the principles and methods of teaching.
2. By the observation of good teaching.
3. By the practice of teaching under careful supervision.

As students will imitate the methods they know, a systematic course of observation lessons on the work done in the Model School is arranged for those student teachers. The lessons are carefully graded, the students being taught what to observe and how to observe. This teaching is done by the directing teachers and not only furnishes model lessons for students to observe, but keeps the children and their work from suffering as often results when all the teaching is done by student teachers.

The practice of teaching in a Model School is an indispensable part of the professional course. The study of the principles of teaching and observation of correct methods must be supplemented by actual practice under careful supervision to attain skill and art.

The senior class practices in the Model School during the

entire school year. Their classes are changed when necessary, so that they have an opportunity to give instruction in the different elementary branches, to work with all grades of pupils, and to be under the direction of different directing teachers.

Each practice teacher prepares outlines and daily plans. The preparation of the outline secures the attention to subject matter which is so essential to good teaching. The daily plan consists of two main parts, purpose and method. The purpose states briefly and clearly the thing to be undertaken. This usually amounts to giving as much of the subject outline in use as can probably be covered in a single recitation period. The method gives a brief and general account of how the day's recitation is to be conducted. The subject outline must be approved before the practice teacher takes charge of her class, and the daily plan must be approved by the directing teacher in charge before the lesson is presented. When possible, not more than two practice teachers are assigned to the same class of children. The work is divided between practice and observation and work observed is that of a directing teacher. This gives the student a chance to see the work of a first class teacher. It gives the directing teacher the very best means of criticising in a positive way the faults of the practice teacher. The written observations of the practice teacher give the directing teacher and supervisor a good opportunity for determining the practice teacher's power to see the vital things in a recitation and to state them clearly. These are all brought out during the conference periods following the observation. This work is under the constant supervision of the superintendent of the Model School and his assistants. The President of the School inspects the work of the Model School frequently, and all work towards one and the same end, that of making skilled teachers of our students.

ENGLISH

MISS CLARK

MR. CLARK

I. **English Training Course:** Composition and literature. American poetry. Supplementary reading. Three book reports.

Exercises in public speaking. Five hours attendance. Five hours credit. First semester.

II. **Grammar and Composition:** Review of grammar and composition. Designed especially for candidates for county certificates. Five hours attendance. Five hours credit. First and second semesters Summer Term.

III. **Rhetoric and Literature:** Theme writing. Practical exercises. Study of "Sohrab and Rustum" and "Quentin Durward." Supplementary reading. Three book reports. Exercises in public speaking. Five hours attendance. Five hours credit. First semester.

IV. **Rhetoric and Literature** (continued): Theme writing. Drills and exercises. Speeches of Abraham Lincoln, short stories of Poe and Hawthorne, and "Ivanhoe." Supplementary reading. Three book reports. Exercises in public speaking. Five hours attendance. Five hours credit. Second semester.

V. **English Interpretation:** Study of poems and prose with special reference to the observation of literary elements. Designed to ground students in the essentials of literary interpretation and elementary technique,—metre, imagery, plot. "Lady of the Lake," "Tale of Two Cities," "Idylls of the King." Five hours attendance. Five hours credit. First semester.

VI. **Shakespeare:** "Macbeth," "Merchant of Venice," "Hamlet." Written exercises. Reading references on the origin and development of the drama, and on the life and times of Shakespeare. Five hours attendance. Five hours credit. Second semester. Summer Term.

VIIA. Intensive study of the literary essay and Milton's minor poems. Practice in theme writing. Supplementary reading. Five hours attendance. Five hours credit. First semester Summer Term.

VIIIA. Intensive study of American orations and of Browning's shorter poems. Practice in theme writing. Supplementary reading. Five hours attendance. Five hours credit. Second semester.

VII. **English Literature:** An intensive study of typical

and important masterpieces previous to the eighteenth century. Intensive study of some classics with reference to literary elements. The development of literary forms. Collateral readings on the history and social conditions of the country. Five hours attendance. Five hours credit. First semester. Summer Term

VIII. **English Literature:** Continuation of Course VII to the literature of the present day. Five hours attendance. Five hours credit. Second semester.

IX. **Tennyson:** A study of "The Princess" and other poems. Written exercises. Supplementary reading. Five hours attendance. Five hours credit. First semester.

X. **Browning:**.....Study of the principal dramatic monologues, short poems, Pippa Passes and Luria. Five hours attendance. Five hours credit. Second semester.

XI. **Senior Rhetoric:** Review of grammatical and rhetorical principles. Theme writing in exposition. Briefs and practice in argumentation. Five hours attendance. Five hours credit. First semester.

XII. **American Literature:** A general survey and extensive study of important works. Intensive study of some of the most important works. Collateral readings. Five hours attendance. Five hours credit. First semester.

XIII. **Teachers' Course:** Methods, readings, and study of some sources from which stories are drawn for the grades. Lists of readings for teachers and pupils in grades and high school. Investigation of texts and editions. Practice in telling stories to children. Five hours attendance. Five hours credit. Second semester. Summer Term.

XIV. **Shakespeare:** "Othello," "Twelfth Night," "Romeo and Juliet," and "Julius Caesar." Written exercises. Reading references. Critical papers. Five hours attendance. Five hours credit. Second semester.

XV. **Senior Rhetoric:** Continuation of Course XI. Theme writing in description and narration. Exercises in public speaking. Five hours attendance. Five hours credit. Second semester.

XVI. **Grammar:** Review course designed for advanced

pupils; preferably those who have had at least two years of foreign language. Five hours attendance. Five hours credit. First and second semesters. Summer Term.

GEOGRAPHY

MR. STOCKDALE

I. Type Studies in Geography: This course will be general in scope, but will make a close study of the United States and will show the causes that affect the development of institutions, trade centers and civilization. The geography of Nebraska will be emphasized. Five hours attendance. Two and one-half hours credit. One quarter. Summer session.

II. Type Studies in Geography: This is a continuation of Course I, taking Europe and countries of the eastern continents as subjects. The aim is to make geography a thought study by showing how the environment influences the people and the relations of all people to each other, thus humanizing geography. Five hours attendance. Two and one-half hours credit. One quarter.

III. Physiography: The aim is to describe the leading physiographic processes, to account for the land and water forms, and to show their geographic relations. Glaciers and the glacier period. Physiography of Nebraska. Five hours attendance. Five hours credit. One semester.

IV. Industrial Geography: This course gives a general survey of the natural resources and their conservation. The forms, processes and commercial relations of the leading industries are studied—among them corn, wheat, alfalfa, cotton, forests, sheep and wool, dairying and beef production. The subject is made concrete by the use of specimens and each student is required to work out one industry as a type. Especial attention is given to the industries which should be emphasized in the schools of Nebraska. Five hours attendance. Two and one-half hours credit. One quarter.

V. Commercial Geography: This course traces the growth

of commerce and attempts to point out some of the causes that give supremacy. Commercial movements and their importance. Five hours attendance. Two and one-half hours credit. One quarter.

GEOLOGY

Geology: A general survey of the subject, giving careful attention to dynamical, structural and historical geology. The geology and physiographic history of Nebraska are given as known to the state survey. Economic geology will receive careful attention. This course will prepare for the state examination. Five hours attendance. Four hours laboratory. Five hours credit. One semester.

GERMAN

MISS STECKELBERG

I. Introductory Course: A study of the fundamental principles of the language, including pronunciation, inflection, sentence-structure and the acquiring of a usable vocabulary. Abundant practice in understanding and speaking German. Five hours credit. First semester and summer school.

II. Introductory Course (continued): A continuation of Course I. Reading of easy texts begun. Conversation and composition based on texts read. Five hours credit. Second semester.

III. Second Year German: Reading of easy prose. Discussion in German of texts read, as far as possible. Easy poems studied and memorized. Grammar work continued by conversation, and composition based upon texts read and a suitable text on composition. Five hours credit. First semester and summer school.

IV. Second Year German (continued): A continuation of Course III, using texts of moderate difficulty. Five hours credit. Second semester.

V. **Third Year German:** An introduction to literary German. Texts chosen such as Schiller's *Tell* or *Maria Stuart*, Lessing's *Minna von Barnhelm*, Heine's *Harzreise*. Freytag's *Soll und Haben*, selections from Hatfield's *Collection of Lyrics and Ballads*, Sudermann's *Frau Sorge*, Rosegger's *Waldheimat*. Goethe's *Iphigenia*. Five hours credit. First semester and summer school.

VI. **Third Year German** (continued): A continuation of course V. Five hours credit. Second semester.

VII. **German Conversation:** Prerequisite, at least four semesters of German. Emphasis laid upon colloquial and common expressions and idioms. Poems, proverbs and stories memorized and discussed in German, reports on assigned readings, telling of incidents of interest, jokes, and stories. Three hours credit. First semester and summer school.

VII. **German Conversation** (continued): Continuation of Course VII with free composition.

IX and X. **German Literature:** Prerequisite, Courses I to VI inclusive. Texts selected from work of Schiller and Goethe. Appreciation of literary qualities, and study of life of author as an aid to understanding his works. Supplementary readings of available criticisms and interpretations of works studied. Five hours credit. First and second semesters.

The Verein Germania offers opportunity for supplementing the work of the class room for free conversation and for coming in touch with things German.

A considerable number of books helpful to the department have been added to the library, and additions will be made from time to time.

HISTORY

MR. WILSON

I. **Eastern Nations and Greece:** A brief review of essential things in the history of Egypt and of the nations of Western Asia is followed by a general survey of Greek history. Five hours attendance. Five hours credit. First semester.

II. Rome: A general survey of Roman history from the earliest times to the death of Charlemagne. Five hours attendance. Five hours credit. Second semester.

III. History of the United States: A general survey of the history of our country preparatory to teaching it in the elementary schools of Nebraska. First and second semesters. Summer session. Five hours attendance. Five hours credit.

IV. English History: A general survey of English history from the earliest times to the present day. Five hours attendance. Five hours credit. First semester.

V. American Nationalism: A study of the development of national unity in the United States. After a brief review of the influences in Colonial and Revolutionary history that tended toward unity, a study is made of the period extending from 1787 to 1870.

VI. Western Development: A study of the development of the west and its relationship to our national growth. The period included extends from the beginning of the westward movement of population at the close of the Revolutionary war to the present time. Five hours attendance. Five hours credit.

VII. Civil Government: A general survey of local, state and national government. First semester. Summer session. Five hours attendance. Five hours credit.

VII. Recent Development in American Democracy: The tendency in recent times in America has been to give the people more direct influence in political affairs, to equalize economic and social opportunities to conserve our natural resources and to give a higher tone to our national life. In this course a survey is made of this phase of our history.

LATIN

1. Beginning Latin: It will be the aim of this course to lay a solid foundation for the study of Latin in a thorough mastery of the sounds, the paradigms and the vocabulary necessary for the reading of simple Latin. Constant reviews of the work,

simple composition and a comparison of Latin with English forms and constructions will characterize the work. Short and easy stories from Roman history and other sources will be read. Five hours each week, with five hours credit. First semester.

II. **Beginning Latin:** Course I continued. After finishing the Beginner's Book the remainder of the semester will be given to *Viri Romae*, or the *Lives of Nepos* or other Latin of equal difficulty. Same requirements and credits as Course I. Second semester.

III. **Caesar.** Caesar's Commentaries on the Gallic war will be read, with careful study of the constructions of Caesar, especially indirect discourse and the uses of the subjunctive mood. Special attention will also be given to the Roman military organization. Latin composition based on the text read, one recitation each week being specially emphasized and the ability to read easy passages at sight will be cultivated. Five hours attendance and five hours credit. First semester.

IV. **Caesar:** Continuation of Course III. Five hours attendance and five hours credit. Second semester.

V. **Cicero:** At least six orations will be read and studied, and these will include the four Catilinian orations with the one for the Manilian law and for the poet, Archias, or their equivalents. Special attention will be given to the social and political history of the times. Composition will also be continued as a part of the work. Five hours attendance and five hours credit. First semester.

VI. **Cicero:** Continuation of Course 5. Five hours attendance and five hours credit. Second semester.

VII. **Virgil:** Six books of the *Aeneid* will be read, with constant practice in scansion, and since the author is specially rich in mythological allusions, much attention will be given to Roman mythology and the interpretation of the myths. Five hours attendance and five hours credit. First semester.

VIII. **Virgil:** Continuation of Course VII. Five hours attendance and five hours credit. Second semester.

IX. **Horace:** Selected Odes, Satires and Epistles—a study

of the poet both in relation to his times and to lyric poetry as well as of his literary quality. Five hours attendance. Five hours credit. First semester.

X. **Plautus or Terence:** Selected comedies from either or both poets; their relation to Greek originals, the theater and dramatic presentations. This may be followed by selections from Martial's Epigrams for a part of the semester. Five hours attendance. Five hours credit. Second semester.

THE LIBRARY

MISS HARRIS, Librarian

The library is one of the rapidly growing features of the school. A quiet room for study and reading is maintained for the use of students. There is available carefully selected reference books for all, and supplementary reading for each department of the school. Suitable periodicals are taken for the use of the students, with the indexes which make their material available. The librarian cares for the books and directs the students in the use of them.

MATHEMATICS

MISS PAINE

The courses in mathematics have been arranged with a two-fold object in view. First, that the future teachers may have such discipline in mathematics and such knowledge of proper and accepted methods as will make their teaching of mathematics more effective; second, that the student planning more advanced work in mathematics may be prepared to enter any course requiring special mathematical preparation.

I. **Algebra I:** This course is arranged for those who have had no mathematics above arithmetic and extends to simultaneous simple equations. Especial emphasis is placed upon factoring and fractions. Five hours attendance. Five hours credit. First semester.

II. **Algebra II:** This course is a continuation of Algebra I. It consists of simultaneous simple equations, involution, evolution and the more simple of quadratic equations. Graphs are studied in connection with simple equations. Five hours attendance. Five hours credit. Second semester.

III. **Algebra III:** This course is a continuation of Algebra II. It consists of theory of exponents; radicals; pure, affected and simultaneous quadratics and logarithms. Graphs are studied in connection with the quadratic equations. Five hours attendance. Five hours credit. First semester.

IV. **Algebra IV:** A knowledge of Algebra I and II or their equivalent is a prerequisite in this course. It is a review course and prepares for state examinations. Five hours attendance. Summer term.

V. **Geometry I:** Plane Geometry. Books I and II. The aim of the courses in geometry is to develop the ability to reason clearly and logically. A large number of original problems and constructions are introduced to develop originality of thought and to discourage the memorizing of demonstrations. Five hours attendance. Five hours credit. First semester.

VI. **Geometry II:** Plane Geometry completed. Books III, IV, and V. Since this course deals with similar figures and areas practical problems are introduced. Lectures on the history and development of geometry are given during this course. Five hours attendance. Five hours credit. Second semester.

VII. **Geometry III:** Solid Geometry. Books VI, VII, and VIII. In this course, stress is laid upon visualization of solids, rigid demonstrations of theorem and a thorough familiarity with the formulae for the various areas and volumes. Five hours attendance. Five hours credit. Second semester.

VIII. **Geometry IV:** A knowledge of Geometry I and II or their equivalent is a prerequisite in this course. It is a review course and prepares for state examinations. Five hours attendance. Summer session.

IX. **College Algebra:** A thorough knowledge of Algebra III is a prerequisite in this course. It is arranged to meet the

needs of the student who will continue work in mathematics or who will engage in the study of other arts or sciences requiring an ability to manipulate intricate equations. It is especially designed to accomodate those who are planning to take up electrical or civil engineering. Five hours attendance. Five hours credit. First semester.

X. **Trigonometry.** A thorough knowledge of Algebra III is a prerequisite in this course. It includes a careful deduction of trigonometrical formulae, a study of logarithms, the solution of problems involving triangles and a considerable amount of field work. Five hours attendance. Five hours credit. First semester.

XI. **Analytic Geometry:** This course includes a thorough drill in coordinates, the application of the exponential and trigonometric functions, the studying of these functions by their graphs, and a drill in the employment of analytic methods. Five hours attendance. Five hours credit. Second semester.

XII. **Calculus:** This course includes both differential and integral calculus. Five hours attendance. Five hours credit. First semester.

XIII. **Arithmetic:** Accuracy and speed in the solution of problems, careful analyses and accuracy of statements constitute the aim of this course. Various classes in the review of arithmetic will be organized each semester. For the benefit of those attending only during the winter months, a class will be organized about November 15 to continue until March 1.

MUSIC

MISS COPELAND

MISS SWEDBERG

In the music department thorough and systematic instruction is offered in piano, voice, public school music, harmony, theory, history of music and sight reading. A junior and senior recital in either voice or piano is required before graduation.

Voice Department

MISS COPELAND

While a regular course is outlined in voice work, it is largely to indicate the grade of difficulty rather than the specific studies required. The needs of each individual voice are very carefully considered, the work adapted to the particular needs in each case, and the studies varied accordingly. Graduates in voice are required to have passed the third course in piano and have completed the work in theory, harmony, sight reading, and musical history. They are also required to give a public recital during the junior and senior year.

Course I: Principles of singing: relaxation, breathing and tone placing, ease of production, and refinement of tone. Vocalises, Sieber and Concone. Songs, easy grade.

Course II: Technical work, continuation of first year's work. Ease of production, quality of tone, range and power, attention given to formation of correct habits. Vocalises, in addition to material course I, Marchesi. Songs, second grade, selected from best composers.

Course III: Advanced studies in flexibility and velocity. Discrimination to particular needs of the voice under care, taken in selecting vocalises. Songs, English, Italian, and German.

Course IV: Advanced studies in vocalization, phrasing, and interpretation. Songs, English, Italian, and German, classics and modern, oratorio and opera arias.

Harmony

Harmony treats of the principles underlying all musical study—dictation, melody writing, counterpoint, music form and analysis. Two hours credit.

History of Music

This course treats of music from primitive times to the present, following the development of the people, instruments and schools. Students do research work and report to the instructor the results in writing. One day. Two hours credit.

Chorus

Special chorus work is given in chapel and glee clubs. Songs by best composers are used.

Sight Singing

The work in this class is done individually. Simplest phrases are sung at first so that anyone can study this subject. The phrases gradually increase in difficulty and part work is taken up still to be done individually.

Public School Music

Course I: This course especially meets the needs of the teacher. The first year's work covers the following: Rudiments of music, ear training, sight singing. Second semester, methods of teaching music in kindergarten, grades I to VIII, high school and rural school.

Course II: Work offered in this course is as follows: Harmony, sight singing, methods. Opportunity for individual teaching is given under direct supervision of the music director and problems are worked out by the class. Chorus conducting is emphasized. Class five days. Two hours credit.

Pupils must finish, besides subjects mentioned in Courses I and II, history of music, two semesters of glee club work, second course in voice, second course in piano for completion in public school music course.

PIANOFORTE

MISS SWEDBERG

It is especially necessary in a school where music is a department only that consideration is taken of the aim for which the student is studying, and for this reason special effort will be made to adapt the instruction to the needs of each pupil. A course is pursued which will develop as equally as possible the intellectual, the emotional and the technical abilities of the student. Memorization of pieces and studies is required and opportunity given

for all who are capable of so doing to play on public and students' recitals. Students who are studying with the intention of specializing in music are urged from the beginning to study with the idea of giving an entire recital from memory when sufficiently advanced.

The course in technic necessarily cannot be the same for any two pupils, but the following is an outline of the course:

Exercises for the training of fingers, hand, and arm.

Scales in octaves, thirds, sixths and tenths, and arpeggios in different degrees of velocity and accentuation.

Exercises for acquiring staccato, legato and portamento touches.

Pedal studies by Arthur Whiting and Albino Gorno.

School of Octaves, Kullak; Heller Studies Op. 45, 46, 47.

Czerny, Schools of Velocity and Finger Dexterity.

Compositions from the classic, romantic, and modern composers are selected and studied so as to best develop an appreciation and interpretation of the masters.

All students in the pianoforte department are urged to study the theory of music and harmony, for they will become broader and better musicians by doing so.

PHYSICAL SCIENCE

MR. PHILPOTT

I. **Elements of Physics:** (Prerequisite, one year of Algebra and one semester of Plane Geometry.) Properties of matter, mechanics of fluids, mechanics of solids, and sound. Ten periods, about evenly divided between laboratory practice and recitation. Five credits.

II. **Elements of Physics:** Continuation of Course I. Light, heat, magnetism and electricity. Recitation and laboratory periods divided as in Course I. Five credits.

III. **General and Experimental Physics:** (Prerequisite, Courses I and II or their equivalent, also this course must be

preceded or accompanied by a course in Plane Trigonometry.) Mechanics of solids and fluids. Four periods lecture and recitation, illustrative experiments. Solution of problems. Six periods laboratory. Four credits.

IV. General and Experimental Physics: (Prerequisite, Course III and Plane Trigonometry.) Heat and sound. As in Course III. Four credits.

V. General and Experimental Physics. (Prerequisite, Course IV.) Electricity and Magnetism. Four periods lecture and recitation, illustrative experiments. Solution of problems. Six periods laboratory. Four credits.

VI. General and Experimental Physics: (Prerequisite, Course V.) Light. As in Course V. Four credits.

VII. Methods Employed in Teaching High School Physics: (Prerequisite, Courses III and IV.) Selection of equipment, supplies, and apparatus for class room and laboratory under various conditions. Selections of appropriate laboratory exercises. Relation of laboratory work to class recitation. Selection of text and reference books. Three periods lecture and recitation. Three credits.

VIII. Methods Employed in Teaching High School Physics: (This course should be taken in conjunction with Course VII, or following it.) Actual practice teaching in both class and laboratory work, including a submission of plans outlining methods of procedure; laboratory administration; and review of papers. Two periods conference. Six periods laboratory. Four periods teaching. Three credits.

IX. A Review Course in Elementary Physics: Prepares for the state examination. Summer session.

CHEMISTRY

I. General and Inorganic Chemistry: This course is an introduction to the fundamental principles of chemistry. It includes a study of the non-metallic elements. Four periods of lecture and recitation. Six periods laboratory. Five credits.

II. General and Inorganic Chemistry: (Prerequisite, Course I.) Continuation of Course I. Especial attention is given to the metallic elements. Four periods lecture and recitation. Six periods laboratory. Five credits.

III. Qualitative Analysis: (Prerequisite, Courses I and II or their equivalent.) A brief review of Courses I and II. Study of the separation and detection of the common bases. Solution being tested for all of the ordinary metals. Three periods lecture and recitation. Six periods laboratory. Three credits.

IV. Qualitative Analysis: (Prerequisite, Course III.) Detection of the acids. Testing solution and solid unknowns for all of the ordinary metals and acids. Three periods lecture and recitation. Six periods laboratory. Three credits.

V. General Organic Chemistry: (Prerequisite, Course IV.) Four periods lecture and recitation. Six periods laboratory. Four credits.

VI. General Organic Chemistry: (Prerequisite, Course V.) Three periods lecture and recitation. Six periods laboratory. Three credits.

VII. Methods Employed in Teaching High School Chemistry: (Prerequisite, Course IV.) Selection of equipment, supplies, and apparatus for class room and laboratory under various conditions. Selection of appropriate laboratory exercises. Relation of laboratory work to class recitation. Selection of text and reference books. Three periods lecture and recitation. Three credits.

VIII. Methods Employed in Teaching High School Chemistry: (This course should be taken in conjunction with Course VII, or following it.) Actual practice teaching in both class and laboratory work, including a submission of plans outlining methods of procedure, laboratory administration, and review of papers. Two periods conference. Six periods laboratory. Four periods teaching. Three credits.

PHYSICAL TRAINING FOR THE SCHOOLROOM AND PLAYGROUND

P. R. BEELER

A course for teachers, that covers all phases of physical and athletic work that may concern the instructor of elementary, grammar, and high-school grades. The work includes a study of the Psychology of Play, instruction in giving exercises of physical culture in the classroom, gymnasium, and playground; and directions for coaching all branches of track and field athletics that have a place in life of the average school boy. A list of games together with instructions for their playing is also given. Three hours a week.

READING AND EXPRESSION

In both semesters and in the summer term, a course in reading is offered, covering the requirements of the county teachers' examination, and in addition thereto, giving the student a grasp of the subject from the viewpoint of teaching. A study of texts and their comparative excellences will be included in this course. This course will also extend and enforce the methods given in the practice school work. The work in expression will give the student the power to interpret and express the thoughts of great literary masterpieces, hence, it will involve an extension of the interpretation begun in reading and will include also elementary voice culture.

Reading I: Study of principles of reading with reference to the work in the public schools. Five hours attendance. Five hours credit. First and second semesters and summer school.

Expression I: Interpretative study of literature. Bodily expression including gesture, voice culture. Five hours attendance. Five hours credit. First semester and summer school.

Expression II: Study of masterpieces of four great types of literature. Voice culture Repertoire. Five hours attendance. Five hours credit. Second semester.

COUNTY CERTIFICATE COURSES

Each semester, there will be offered a course in each of the five essentials, — arithmetic, geography, grammar, history and reading,—in order that students may have an opportunity to prepare for the county examination.

In addition to these, courses in agriculture, civics, theory and art of teaching, bookkeeping, composition, and physiology are offered in their respective departments, hence, at all times there are classes in the county certificate subjects.

Arithmetic: To include thorough treatment of fractions, measurements, and percentage, and their applications. Special emphasis will be given to thorough and careful analysis and to rapid drills in groups and combinations. Will cover both written and mental arithmetic as ordinarily understood. Five hours attendance. Five hours credit. First and second semesters.

Geography: A study of geography with especial reference to the earth as inhabited by man. Will include a study of climatic conditions as governed by latitude, altitude, and prevailing wind directions; also a study of soils and relief forms. Five hours attendance. Five hours credit. First and second semesters.

Reading: A study of the best standard texts and methods. Five hours attendance. Five hours credit. First and second semesters.

Orthography and Penmanship: A half a semester will be given to each of these subjects, in both the first and second semesters. Five hours attendance. Two hours credit.

Drawing: Drawing and water colors, such as would be of advantage to grade and country school teachers, will be offered in each semester. Two hours attendance. Two hours credit.

For county certificate courses in agriculture, civics, theory and art, bookkeeping, composition, grammar, history, and physiology, see these subjects under the courses to which they belong.

For further information address,

JOSEPH SPARKS,
President.

SUMMER SCHOOL ANNOUNCEMENT

Especial attention is called to the summer session of the state normal school at Chadron, beginning June 8 and continuing eight weeks. All classes required for any grade of state certificate will be offered. In the five essentials, there will be two sections, one for elementary review and the county examination, and the other section for more experienced teachers. This second section will take up the theory of instruction in various subjects. Its purpose will be to assist teachers of wide experience.

All of the regular faculty will be in attendance, and extra members will be added as needs develop. At this writing, April 23, it is believed that the new dormitory will be ready. This will accomodate fifty young women. The price of board and room will be about \$3.50 a week. The dormitory is a fire-proof building of brick. There will be hot and cold water in each room.

Students desiring to attend the summer session will do well to remember that the summer temperature of Chadron is the lowest in the state. During the heated season of 1913, the thermometer seldom passed 92, and never passed 95. The cool climate and invigorating atmosphere gives the best opportunity for school work that can be obtained. The equipment is adequate in every line of work taken up.

Detailed information may be had by addressing the president. Prospective students are cordially invited to write the president stating their needs. All correspondence promptly and fully answered.

JOSEPH SPARKS,
President.





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